

Crosswalk of MASS Insight, Turnaround Principles, Transformation Model, and LTP Contract Requirements

Mass Insight Model	Turnaround Principles	Transformation Model	Lead Turnaround Partner Contract Requirements In addition to meeting the requirements of the USED model selected:
<p>People: Authority over selection, compensation and work rules</p>	<p>Provide strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort</p> <p>Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<p>Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <ul style="list-style-type: none"> 1) take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement <p>Replacing the principal</p> <p>Identifying and rewarding school leaders, teachers, and other staff who have increased student achievement and high school graduation rates and identify and remove those who have not done so</p> <p>Providing staff ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff</p> <p>Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff</p>	<p>Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly</p> <p>Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement</p> <p>Recommend necessary restructuring of teacher and leader contracts</p> <p>Develop and engage teachers and the leader in professional development aligned to programmatic goals</p> <p>Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly</p> <p>Develop constructive relationships with existing school personnel</p>

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Time: Authority over scheduling, longer day, longer year	Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.	<p>The school division must increase learning time and create community-oriented schools by</p> <ul style="list-style-type: none"> 1) establishing schedules and strategies that provide increased learning time; and 2) providing ongoing mechanisms for family and community involvement <p>Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:</p> <ul style="list-style-type: none"> 1) instruction in core academic subjects; 2) instruction in other subjects and enrichment activities; <p>and</p> <ul style="list-style-type: none"> 3) teachers to collaborate, plan, and engage in professional development within and across grades and subjects 	<p>Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day</p> <p>Require commitment from parents to allow for additional time for instruction (such as after school support)</p> <p>Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development</p> <p>Develop and implement evidence-based discipline programs that minimize time out of school and/or class</p>

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Program: Flexibility to shape program to students' needs and turnaround priorities	<p>Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;</p> <p>Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;</p> <p>Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and</p> <p>Provide ongoing mechanisms for family and community engagement.</p>	<p>The school division must implement instructional reform strategies that:</p> <ol style="list-style-type: none"> 1) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards; and 2) promote the continuous use of student data to inform and differentiate instruction <p>The school division must provide operational flexibility and sustained support by</p> <ol style="list-style-type: none"> 1) giving the school sufficient operational flexibility (such as staffing and calendars/time) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and 2) ensuring that the school receives ongoing, intensive technical assistance and related support from the school division, state, or a designated external lead partner organization such as a school turnaround organization or an EMO 	<p>Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline</p> <p>Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement</p> <p>Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community</p> <p>Provide comprehensive, coherent, manageable and integrated instructional and support programs</p> <p>Recommend which existing programs are to be continued and which programs are to be eliminated</p> <p>Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students</p> <p>Organize programming to engage students' sense of adventure, camaraderie, and competition</p> <p>Integrate all academic and support services</p> <p>Promote student motivation for learning</p>

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<p>Money: More budget flexibility, more resources</p>	<p>Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p> <p>Secure parental commitment and involvement.</p>	<p>The school division must provide operational flexibility and sustained support by giving the school sufficient operational flexibility (such as budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Secure parental commitment and involvement through school choice</p> <p>Work with the school division to expand community support to garner human resources needed for reform</p> <p>Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students)</p> <p>Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments)</p> <p>Identify and recommend outside resources needed in the reform effort</p> <p>Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone</p> <p>Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort</p>